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ABSTRACT

Two activities are described in this report, both of which focus on the multi-disciplinary approach in the development of a consumer education curriculum for high school students. The first activity, which demonstrated the feasibility of a multi-disciplinary approach using local school personnel and resources and university faculty in curriculum development, is a study which developed a set of tested, validated prototype consumer education materials in five steps (each of which is described): operational definition of consumer education, identification of broad areas of competencies, development of specific performance objectives under each broad area of competency, selection and writing of appropriate instructional materials and teaching strategies, and the construction of objective-referenced tests for the measurement of pupil achievement. The second activity described in this report is phase one (of two phases) of Project PACT (funded by the Michigan Department of Education), which focused on how secondary students were affected by teaching performance and teaching context (classroom learning environment/process and student teacher relationships) when teachers taught towards selected consumer education objectives using processes and materials of their own choice rather than systematically designed instructional materials. It is concluded that the success of a consumer education program lies in the training of high school teachers in implementing such a program using an interdisciplinary approach with input from various disciplines as well as educators, teachers, and students. (SH)

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MULTI-DISCIPLINARY CONSUMER EDUCATION CURRICULUM

by

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Introduction

This paper presents the multi-displinary approach in the development of a consumer education curriculum for American high school students in order to better prepare them to become intelligent and knowledgeable consumers in their daily living.

A major goal of this study is to provide secondary school teachers with a set of tested, validated prototype consumer education materials. In order to accomplish this goal, the following procedures were followed:

1. operational definition of consumer education,
2. the identification of broad areas of competencies,
3. the development of specific performance objectives under each broad area of competency,
4. the selection and writing of appropriate instructional materials and teaching strategies and
5. the construction of objective-referenced tests for the measurement of pupil achievement.

Futhermore the study demonstrated the feasibility of a multi-disciplinary approach utilizing local school personnel and resources and university faculty in curriculum development.

Operational Definition of Consumer Education

A review of literature revealed a plethora of definitions and stated purposes of consumer education in the secondary schools. Teachers in business and distributive education, home economics, and social studies have traditionally assumed the leadership in the development and teaching of consumer education in the secondary schools.

In 1962 President Kennedy defined the "Rights of the Consumer" as the right to information, the right of choice, the right of safety, and the right to be heard. The right to be informed has a direct bearing on consumer education in the schools. Schools have an important role in providing consumer information to students and in making consumer education an essential part of their daily living.

The project staff perpared a position paper describing the literature search and a series of possible definitions. These materials were analyzed by representatives from the participating school, personnel of Michigan Department of Education, curriculum specialists and teacher educators. Each of these groups had representatives from the field of business, distributive, home economics, and social studies. As a result of intensive review and discussion by this cadre the following operational definition of consumer education was adopted:

> Consumer education is the study of intelligent and efficient methods of buying and using goods and services, competent financial management, the relationship of the consumer to the economic system, and the rights and responsibilities of the consumer in relation to their legal, social and political concerns.

In 1971 the Michigan Age of Majority legislation change the legal age of adult responsibilitiy from twenty-one to eighteen years of age. With the passage of this legislation, additional impetus was placed on the schools role in providing consumer education for all young adults since they now have the opportunity to enter into legal contracts, use credit, and borrow money. The Michigan Department of Education recognized the need to provide

leadership through the Consumer and Home Making Division of the Vocational-Technical Education Services and funded PACT a research and development project.

Areas of Consumer Education Competencies

The multi-disciplinary approach to consumer education was accomplished through the formation of a consortium of teachers in home economics, social studies, business and distributive education, and university faculty in home economics, vocational and applied arts education, secondary social science education, business and distributive education, and educational evaluation and research. Decisions were based upon input from a variety of professionals in government, finance, real estate, and other areas in consumer education. Economist and consumer protection advocates were also asked to review and react to the proposed competencies. Their reactions were given to the cadre. A cadre of classroom teachers, curriculum specialists, university consultants, state department of education specialists, and teacher educators contributed to the major aspects of the project.

The rationale and strategy for developing a multi-disciplinary consumer education curriculum was based on three major premises:

1. Consumer education should be viewed from a multi-disciplinary point of view. The major content areas involved are: Home Economics, Business Education, Distributive Education, and Social Studies.

2. Decisions should be based upon input from a variety of professionals in consumer education. A cadre of classroom teachers, curriculum specialists, and teacher educators should generate and/or approve major aspects of the project.

3. The prime decision makers for a project involving the development of secondary school curricula should be classroom teachers.

The consortium proposed six broad areas of consumer education competencies for high school students:

1. the consumer's role in the economy,
2. money management,
3. securing goods and services,
4. consumer protection; rights and responsibilities,
5. insurance protection, and
6. savings and investments.

Development of Objectives

The Q-sort and other processes were used in the selection of performance objectives under each of the broadly state competency area. After several stages of selection procedures were completed, the cadre reached consensus on the final version of the performance objectives. A total of 52 objectives were selected from a pool of objectives submitted by classroom teachers, curriculum specialists and teacher educators as representing the critical skills needed by high school graduates. These were subsequently ranked and the 10 highest ranked were selected for the first phase of the project.

These objectives included definition of terms, concepts of inflation, individual buying practices, the consumer in the marketplace, governmental services, taxation, community services, consumer bills, city ordinances, environmental controls, foreign and domestic

products, U.S. involvement with other countries, credit spending income and related subjects, tax forms, financial plan, checking accounts, comparison shopping, consumer publications, advertisements, community agencies, responsible buying habits, protection of rights, insurance policies and protection, savings plans, financial institutions and stock market.

Instructional Materials and Teaching Strategies

The instructional materials, instructor's guide, and systematically designed learning packages in each of the six competency areas were developed by contracted university consultants, and project staff. Illustrations and examples were taken from newspapers, actual contracts, income tax forms, insurance policies and city ordinance. These materials were piloted in high school classrooms by the participating teachers in home economics, social studies, business and distributive education. The materials went through several stages of revision based on student interests, classroom observations and test results.

The instructional materials are a series of 45 self-contained instructional modules on consumer education topics. Following the introduction, each module contains two parts:

1. things to do before starting;
   a. a short reading assignment in the booklet, and
   b. new vocabulary words,
2. steps in the section.

The booklet was also illustrated and are color coded. The 10 highest

ranked topics in consumer education are:

1. financial plan,
2. changes that affect income,
3. comparison shopping,
4. savings accounts,
5. checking accounts,
6. checking transactions,
7. credit consideration,
8. buying on credit,
9. contracts, and
10. income tax forms

Criterion Referenced Tests

Test items were written to evaluate and measure the 52 selected performance objectives in terms of pupil achievement. The items were scrutinized by the classroom teachers and went through several try-out stages of test development.

The format of the criterion-referenced test evolved from the traditional paper and pencil test to a workbook format with sample directions, a brief description of the problem on, and an illustrated example preceding each question. In some instances the test item can be converted into learning activities in the classroom. There were considerable input from classroom teachers and students in test construction.

Altogether, 45 items were written for the selected performance objective, administration time varies from 15 minutes to a couple of days, depending on the nature and scope of the specific objective.

Next Steps

A long-range objective is to conduct a follow-up study to determine the effectiveness of consumer education on the life style of these students from one to three years after their high school graduation. The ultimate question is whether the demonstrated knowledge gained through consumer education affect the behavior of students in the marketplace, particularlyas it relates to the selection and utilization of resources in their day-to-day living.

A Study of Secondary Teacher Performance within Consumer Education: A Preliminary Report[1]

The developmental phase of Project PACT was combined with a research phase with the following major objectives:

1. to determine the effects of secondary teaching performance on student learning,
2. to describe secondary student-teacher interaction, and
3. to determine the effects of systematically designed instructional materials on the teaching-learning process in consumer education.

The research phase was divided into two parts--Part I, in which teachers taught towards selected consumer education objectives using processes and materials of their own choice and Part II, in

which teachers taught towards selected consumer education objectives using systematically designed instructional materials. The data presented in this paper will deal only with Part I, descriptive data.

Background

Eleven classroom teachers from three school districts cooperated in the research phase of Project PACT. These teachers represented four curriculum areas as shown in Figure I.

FIGURE I

Distribution of Teachers by Curriculum Area and School District

	District A	District B	District C	Total
Business Education	-	1	1	2
Distributive Education	1	1	1	3
Home Exonomics	1	1	1	3
Social Studies	1	1	1	3
Total	3	4	4	11

The school districts vary primarily by size of community. All are in Southeastern Michigan. One district represents a large urban school district with a large minority population. One district was a small community in a rural area, and the third was a

mid-sized community rapidly being viewed as a part of metropolitan Detroit.

The teachers, all volunteer participants in both the research and the development parts of the project have a range of experiences in professional education. (See Figure 2)

FIGURE 2

Professional Background of Participating Teachers

Average number of Years of Teaching Experience	12 (Range of 3-27 years)
Average number of Courses in Consumer Education	2.45
Average Education Background	B.A. + 16.6 hours

Each teacher selected a class in which the consumer education instruction would be infused. Background data was collected on each student in the target class. Figure 3 is a description of each of the target classes.

All students in the target classes completed the following test[2] during each part of the research phase:

1. A standardized test of consumer education knowledge:

   During Part I the test was "Test of Money Management Understanding"

   During Part II the test was "NM Consumer Rights and Responsibilities Test"

[2]Since achievement data has not been analyzed for this report, it has not been presented here.

FIGRUE 3

A Description of the Eleven Target Classes

Class	Reading Achievement By Percentile Mean/S.D.	Mathematics Achievement By Percentile Mean/S.D.	Grade Point Average Mean/S.D.	Attendance (days absent per semester) Mean/S.D.
A	64.26/17.22	39.87/22.16	2.79/.49	5.23/ 3.50
B	39.91/31.35		2.52/.76	60.08/38.92
C	20.75/31.08	26.08/30.76		
D	50.10/26.38	36.62/25.58	2.56/.64	7.75/ 6.52
E	37.95/24.29	33.15/23.44	2.45/.53	8.39/ 4.71
F	40.73/22.95	34.00/ 0.00*	2.41/.62	46.27/27.80
G	28.13/22.22	24.96/17.30		
H	48.35/28.10		2.53/.63	56.76/27.92
I	24.09/23.37	25.84/22.70		
J	28.58/15.74	25.58/17.47		
K	52.06/22.56	28.81/18.29	2.63/.61	10.78/ 8.29

*only one score in class

2. Pre-test and post-test related to each performance objective covering the consumer education instructor.

Records of teacher and pupil performances during the consumer education instruction were gathered through systematic observations in the classroom. The AFPLE Observation System (Anectodal

Processing to Promote the Learning Experience)[3] was used. This system was developed and used extensively by Dr. Nadine Lambert of the University of California at Berkeley. See Appendix A for a copy of the observation form.

Each teacher was observed during 8-10 class periods[4] and an average of 289 events were recorded for each teacher. The data from each observed event yielded information regarding the following:

1. teaching context
2. teacher activity
3. pupil behavior
4. antecedent teacher behavior
5. teacher response (to pupil behavior)

Since much of the analysis of this data and the interaction with student achievement has not been completed, this report will concentrated upon descriptions of the secondary classroom which have emerged in terms of the teaching context data.

Teaching Context

Overview

The teaching context was defined by four variables:

1. Who is in charge of instruction?
2. To what extent is the observed working in the same subject matter area as the rest of the class?

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[3]See "APPLE Observation Research" by Nadine Lambert in The Beginning Teacher Evaluation Study, Final Report, (Princeton, New Jersey: Educational Testing Services), 1976.

[4]Each observation was scheduled at the teacher's convenience when specified consumer education objectives were taught.

3. To what extent are the assignments individualized within the same subject matter area?
4. What is the relationship of the student being observed to others in the class?

The answers to each of these questions are selected from the following:

1. T-teacher
   S-substitute
   U,V,W-other teachers
   I-observed student work independently
   P-student tutor
   A-another adult

2. I-completely different
   G-groups in different areas
   C-entire class same subject matter

3. I-assignment different
   G-two or more given same assignment
   C-class same assignment

4. I-by himself
   G-as a group
   C-as a class

Using this coding system the teaching context can be defined. For example, "TCCC" means the teacher is in charge, the entire class is doing the same assignment, working in the same subject area, functioning as a class. Typically, an example of TCCC would be the teacher lecturing or "conducting" a class

Results

Figure 4 shows the frequency of various teaching contexts which were observed in Part I of this study.

One can isolate the classes of those teachers who demonstrate a variety of instructional contexts and identify the behavior of pupils within that context. Figure 5 shows this cross tabulation. Only contexts observed at least 5% of the time are identified and included in the chart.

FIGURE 4

Frequencies of Teaching Contexts Observed

Context Code	Absolute Frequency	Adjusted Frequency
ACCC	24	.7
ICCC	26	.8
ICCI	1393	42.1
ICII	55	1.7
ICGG	54	1.6
ICCG	62	1.9
ICGI	29	.9
IGGI	4	.1
IGGG	9	.3
IIII	58	1.8
PCCG	8	.2
TCGG	8	.2
PCCI	10	.3
SCCC	60	1.8
TCCI	18	.5
TCCG	49	1.5
TCCC	1435	43.3
TCII	6	.2
TIII	1	0.0
UCCC	1	0.0
TOTAL:	3311	100.0

FIGURE 5

A Cross Tabulation of Context by Pupil Behavior
Controlling for Instructional Style (Variety)

Context (% of obs. events)	Pupil Behavior (% of Observed Events)									
	+Academic Performance	-Attentiveness	+Cooperation	+Attentiveness	+Engagement	+Questioning	+Participation	+Work Habits	-Engagement	-Talking
ICCI (38.0)	.4	0	1.2	.6	26.1	1.6	0	5.2	1.0	1.8
ICGG (9.0)	0	0	0	1.0	2.4	.6	1.0	3.6	.2	.2
ICCG (5.2)	.4	0	0	0	2.6	.4	.2	1.0	0	.6
TCCG (5.4)	.2	0	0	4.6	0	0	.2	.4	0	0
TCCC (29.9)	.8	2.8	1.6	21.1	.4	1.4	.2	.8	0	.8
TOTAL (87.5)	1.8	2.8	2.8	27.3	31.5	4.0	1.6	11.0	1.2	3.4

Figure 6 is similar to Figure 5 except in this case the cross tabulation was done in terms of those classroom in which the teachers did not use a variety of teaching contexts. Again, only contexts observed at least 5% of the time are included in the chart.

The teaching context can also be viewed in terms of the activities of the teacher again examining the data in terms of a variety of teaching contexts. Figure 7 and 8 show cross tabulation

of the teacher activity[5] and teaching context variables. The only teacher activities which are included in both charts are those which were observed at least 2% of the time. This data provides a further definition of what the teacher is actually doing during each context.

FIGURE 6

A Cross Tabulation of Context by Pupil Behavior
Controlling for Instructional Style (Little Variety)

	Pupil Behavior (% of observed events)									
Context (% of obs. events	+Academic Performance	-Attentiveness	+Cooperation	+Attentiveness	+Engagement	+Questioning	+Participation	+Work Habits	-Engagement	+Talking
ICCI (45.7)	.7	.0	1.2	.8	28.8	2.1	.2	5.8	1.2	2.9
SCCC (5.0)	.2	.4	.2	2.9	0	.3	0	0	0	.9
TCCC (43.3)	7.0	5.9	.9	22.2	.6	1.4	.6	.7	.1	3.9
TOTAL (94.0)	7.9	6.3	2.3	25.9	29.4	3.8	.8	6.5	1.3	9.7

[5]See Appendix C for a definition of the abbreviations of the teacher activities used in the APPLE lexicon.

Some Conclusions

One major point which can be made about the teaching contexts observed in secondary consumer education classrooms is that in general, there is little variation. Eighty-five point four percent of the observed events take place in two contexts, ICCI and TCCC.

FIGURE 7

A Cross Tabulation of Teacher Activities by Context Controlling for Instructional Style (Variety)

Teacher Activity (% of Observed Events)	Context (% of Observed Events)									
	ICCI	ICCI	ICII	ICGG	ICCG	ICGI	IGGI	IGGG	IIII	TCCC
Answer (8.6)	0	5.2	.2	0	2.4	0	0	0	.3	.3
Supervise (10.1)	0	10.1	0	0	0	0	0	0	0	0
Around (10.1)	.2	4.9	0	1.2	.9	.9	.7	.7	.7	0
Circulate (3.3)	0	2.4	0	.5	.3	0	0	0	0	0
Distribute (3.8)	0	1.2	0	.2	0	0	0	0	0	2.4
At Desk (9.8)	.7	5.6	0	.9	2.4	.2	0	0	0	0
Instruct (8.4)	0	1.0	0	.5	0	.2	0	0	0	6.6
Explain (8.2)	0	0	0	0	0	0	0	0	0	8.2
Help (11.4)	0	5.4	0	3.8	0	1.7	0	0	0	.3
Instruction Given (3.8)	0	.2	0	0	0	0	0	0	0	3.7
Lecture (5.2)	0	0	0	0	0	0	0	0	0	5.2
Nonacademic(3.0)	.5	0	0	.3	0	.7	0	0	0	1.4
TOTAL (87.5)	1.4	36.0	.2	7.4	6.0	3.7	.7	.7	1.0	28.1

FIGURE 8

A Cross Tabulation of Teacher Activities by Context Controlling for Instructional Style (Little Vareity)

Teacher Activities (and % of observed events)		Context (% of Observed Events) ICCI	ICCI	ICII	ICCG	ICGI	IGGG	IIII	TCCC
Answer	(8.4)	.1	6.4	.6	.9	0	.2	.3	.1
Supervise	(4.1)	0	3.0	.7	0	0	0	0	.4
Around	(2.0)	0	1.9	0	0	0	0	.1	0
Circulate	(2.1)	0	1.4	0	0	0	0	0	.7
Asking	(3.6)	0	.1	0	0	0	0	0	3.5
Distribute	(2.4)	0	.3	0	0	0	0	0	2.1
Correct	(3.4)	0	.4	0	0	0	0	0	3.0
At Desk	(20.0)	.1	19.0	0	.6	0	0	.3	0
Discuss	(9.1)	0	.1	0	0	0	0	0	9.0
Instruct	(16.5)	0	.1	0	0	0	0	0	16.4
Explain	(7.0)	0	0	0	0	0	0	0	7.0
Lecture	(2.4)	0	0	0	0	0	0	0	2.4
Nonacademic	(2.0)	0	.5	.2	0	0	0	0	1.3
Out of Room	(9.0)	.3	7.5	.2	.3	.3	0	.3	0
TOTAL	(92.0)	.5	40.7	1.7	1.8	.3	.2	1.7	45.2

The typical TCCC situation has been previously discussed. Perhaps the most common ICCI situation is one in which the student is working at his or her desk on an assignment given to the whole class, i.e. "seat work".

When Figures 5 and 6 are compared, however, certain differences can be found between pupil's behavior in class with a variety of teaching contexts and those with no contextual variety. First, there appears to be less of a concentration on negative behaviors in the more diverse classes. Here 7.6% of the observed pupil behavior was of a negative nature. In the classes with little variety, 18.1% of the pupil behavior was negative. This difference can be summarized on the chart below which is a comparison of positive and negative behavior using the total number of observed events.

FIGURE 9

A Comparison of Positive and Negative Pupil Behaviors in Class Varying by Variety of Instructional Style

	% of Positive Pupil Behaviors Observed	% of Negative Pupil Behaviors Observed
Classes with a Variety of Teaching Contexts	92.2%	7.6%
Classes with little Variety in Teaching Contexts	81.8%	18.1%

A comparison of Figures 7 and 8 shows several things. Although there is not a major difference in the number of different teacher activities demonstrated by each group of teachers, there is a difference in the distribution of observed events among these activities. Those teachers with little variety in teaching contexts tend to spend more time in limited number of teaching activities. For example, over one-third of their time (36.5%) was observed either in direct instruction in front of the class (16.5%) or sitting at their desks (20%). The teachers with variety in their instructional styles tend to distribute their activities more evenly.

There appears to be little difference in the amount of direct instruction between the two groups of teachers. Direct instruction in this case includes: answer, asking, discuss, instruct, explain, help, instructions given, lecture. The variety group was observed in these activities 45.6% of the time. The teachers who worked in a more limited context who engaged in these activities 47% of the events. However, there does appear to be somewhat more interaction with students in the variety group (31.5% vs 23.2% when focusing on answer, help, asking, discuss, circulate).

What is significant, in terms of popular belief, is that the data does not show the teacher involved in disciplining, repremanding, etc. No significant portion of the teachers' time in any of the three school districts--including the urban situation - can be described in this manner. This is supported by the pupil behavior data which shows 18.1% of the total observed events involved in any

negative behavior. And it should be noted that 14% of the time substitute teachers were in charge. The coder's personal impression is that the great majority of disruptive behavior was in the presence of a substitute.

This data is only preliminary. The entire study will yield far more information. However, this is a beginning with the secondary school population which is studied less than the elementary population. The initial reaction from those involved in California Beginning Teacher's Evaluation Study (this study was modeled on parts of BTES) is that the secondary data is beginning to look very much like the data from the second and fifth grade reading and mathematics classes.

While this data is upholding some long-held teacher educator beliefs (e.g. the effectiveness of a variety of instructional techniques), it is also confirming some suspicions that secondary instruction is very routine. The second part of the data which analyzes the teacher behavior in relation to student achievement will prove enlightenting.

Summary

The educational significance of this project does not merely reside in the demonstrated success in the development of competency areas, performance objectives, instructional modules, and criterion-referenced test but more importantly, it lies in the training of high school teachers in implementing a consumer education program

using the interdisciplinary approach with input from various disciplines as well as educators, teachers, and students. The direct involvement of classroom teachers and the indirect involvement of the high school students in the development of instructional guides, materials and media all contribute significantly to the ultimate goal of this project; that is the improvement of consumer education instruction for high school students in this country.

Appendix A

Observation Form

Time	Subject Matter	Observer	Date	Teacher	Page

Code	Context	Context Time

Tchr. Time: | Tchr. Activity:

Pupil Activity:

Subject	Antecedent Teacher Behavior	Event Name	Teacher Response	Teacher Activity	Pupil Activity

Antc. Tchr. Behavior:

Descrip. of Event:

Quality of pupil behavior + 0 -

Teacher Response: None N.A.

Code	Context	Context Time

Tchr. Time: | Tchr. Activity:

Pupil Activity:

Subject	Antecedent Teacher Behavior	Event Name	Teacher Response	Teacher Activity	Pupil Activity

Antc. Tchr. Behavior:

Descrip. of Event:

Quality of pupil behavior + 0 -

Teacher Response: None N.A.

Code	Context	Context Time

Tchr. Time: | Tchr. Activity:

Pupil Activity:

Subject	Antecedent Teacher Behavior	Event Name	Teacher Response	Teacher Activity	Pupil Activity

Antc. Tchr. Behavior:

Descrip. of Event:

Quality of pupil behavior + 0 -

Teacher Response: None N.A.

FORM 10-1707

1. WHO'S IN CHARGE
   T = TEACHER
   U, V, W = OTHER TEACHERS
   S = SUBSTITUTE
   A = ANOTHER ADULT
   I = OBSERVED STUDENT WORK INDEPENDENTLY
   P = STUDENT TUTOR
2. OBSERVED STUDENT SAME SUBJECT MATTER
   I = COMPLETELY DIFFERENT
   G = GROUPS IN DIFFERENT AREAS
   C = ENTIRE CLASS
3. ASSIGNMENTS OR ACTIVITIES ARE INDIVIDUALIZED
   I = ASSIGNMENT DIFFERENT
   G = 2 OR MORE GIVEN SAME ASSIGNMENT
   C = CLASS SAME ASSIGNMENT
4. RELATIONSHIP OF OBSERVED TO OTHERS
   I = BY HIMSELF
   G = AS A GROUP
   C = AS A CLASS

	1				2				3			
	1	2	3	4	1	2	3	4	1	2	3	4
T	I	I	I	I	T	I	I	I	I	T	I	I	I	I
U,V,W	I	G	G	G	U,V,W	I	G	G	G	U,V,W	I	G	G	G
S	I	I	C	C	S	I	I	C	C	S	I	I	C	C
A	I	I	I	I		I	I	I	I		I	I	I	I
I	I	I	I	I		I	I	I	I		I	I	I	I
P	I	I	I	I		I	I	I	I		I	I	I	I

APPENDIX B

PUPIL BEHAVIOR DEFINITIONS

Academic Performance - Level of performance in school tasks; response to assignments or lessons. Includes both good and poor performance.

Attentiveness - Act of paying attention or not paying attention to the subject being taught or discussed, as shown through physical orientation or gestures.

Cooperation - Behaviors showing willingness to respect others' rights to take turns, to share and to follow class rules.

Engagement - Degree of involvement in school work not directed by teacher.

Participation - Description of an act of joining in or refusing to join in a teacher-directed class or group activity.

Questioning - Asking questions regarding an academic problem of teachers or others in classroom; frequency, quality of questions, etc. Includes overt or implied request for help.

Talking - Generally inappropriate or forbidden speaking, such as speaking out of turn or during a quiet period.

Work Habits - Manner or method of pursuing tasks, i.e., completion of work, efficiency, organization, neatness, persistence, problem solving techniques, promptness to begin work. Includes having work checked or monitored by teacher.

APPENDIX C

TEACHER ACTIVITY DEFINITIONS

Answer (Answering Questions) - Teacher answers question(s). Refers to a general situation where the teacher answers questions put by pupil(s) over a period of time.

Around (Around) - Teacher in room with no statement of accompanying instructional or managerial activity or evidnece of overt attention to ongoing classroom activities.

At Desk (At Desk Working) - Teacher is doing work at desk and/or is available.

Circulate (Circulation) - Teacher is moving around room, intitating instruction-oriented interactions with students.

Distribute (Distributing Materials) - Teacher is handing out materials.

Explain (Explaining) - Teacher explains something verbally, either in response to question or as part of the process of instructing.

Help (Helping) - Teacher is helping a pupil or pupils in unspecified manner.

Instruct (Instructing) - Teacher activities connected with traditional job of "teaching," including the introduction and review of material.

Instruction Given (Instruction Giving) - Teacher is giving purely verbal instructions to pupils about how to make something or how to approach an assignment.

Lecture (Lecturing) - Teacher is lecturing to class. Emphasis is on structured presentation of material rather than interaction with students.

Nonacademic (Nonacademic Managing) - Teacher getting pupil(s) organized for or directing them in any activity not connected with standard academic subjects.

Supervise (Supervising) - General situation where teacher is watching over class or a group. May occasionally ask or answer questions, but general emphasis is on observation rather than interaction with students.